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ABSTRACT

This document contains a guide for coordinators and a brief handbook for judges. The coordinator's guide outlines nine steps for organizing and conducting a county social studies fair. Designed for elementary and secondary schools, the focus of the fair is student centered. Students choose topics of personal interest (usually a problem, issue, event, or individual), investigate the topic, and draw conclusions based on their investigations. The culmination of the project is a visual display of process and results. The guide provides information on selecting a date and publicizing guidelines, assessing the number of projects, assisting with school fairs, organizing the entry forms, selecting and preparing judges, preparing the physical setting, establishing the schedule, and presenting awards. Sample assessment forms, memoranda, judging guidelines, a map of the physical layout, and an award certificate are illustrated. The appendix includes a checklist, general guidelines for organizing the fair, and a sample judging form. The judges' handbook discusses rules that students must follow, project categories, how to judge the project, and procedures that judges should follow. It also presents tips and advice and a score card for judging. (Author/KC)

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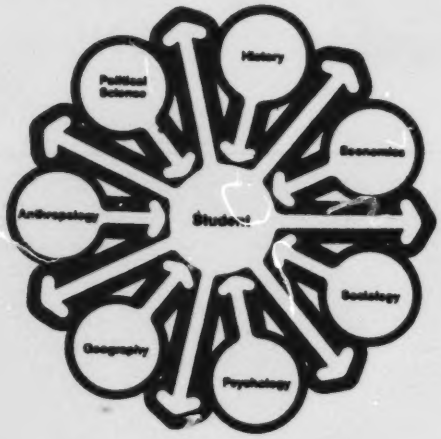

A Guide for Coordinators

Prepared by
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Social Studies
West Virginia Department of Education
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Social Studies Supervisor
Cabell County Schools

1978

SO 013 275

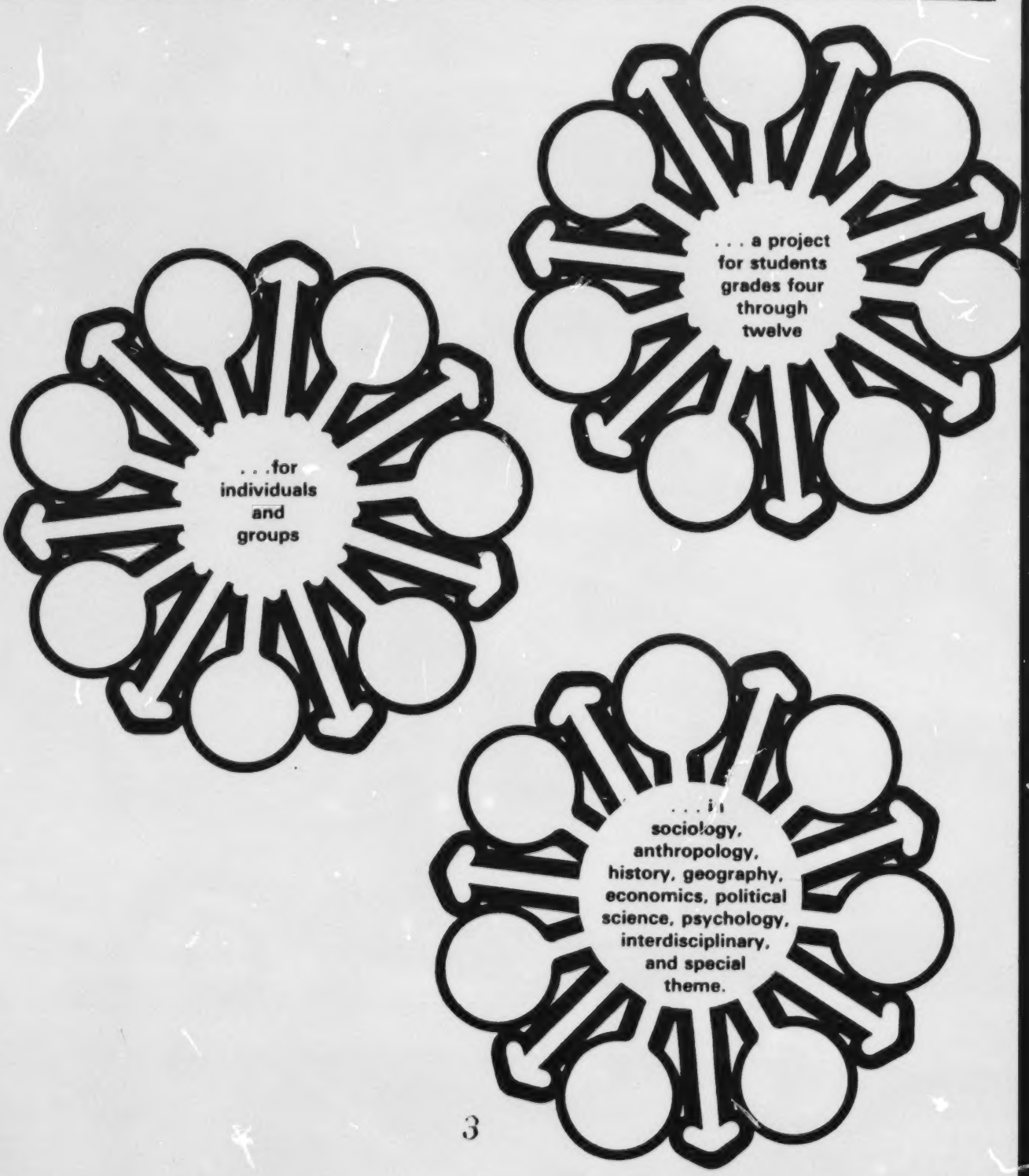
WEST VIRGINIA DEPARTMENT OF EDUCATION

Daniel B. Taylor
State Superintendent of Schools

Phil E. Suiter
Assistant State Superintendent
Bureau of Learning Systems

DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS
Charleston, West Virginia
25305

The West Virginia Social Studies Fair Is . . .


. . . a project for students grades four through twelve
. . . for individuals and groups
. . . in sociology, anthropology, history, geography, economics, political science, psychology, interdisciplinary, and special theme.

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WHY ??

A Social Studies Fair is . . . perhaps most of all a way to make social studies "come alive." In regard to history, how many of us have heard students say that studying people, facts and events of long ago is irrelevant? "Why study all those dead people?" Similar cries are made concerning the other social science disciplines. Students seem to feel like "onlookers" at the social studies content rather than "participators" in its many issues, conflicts and problems.

How does one motivate students to become participants? The construction of a fair project and involvement in the social studies fair project is one way. Students choose topics of personal interest (usually a problem, an issue, an event or individual) investigate the topic, and draw conclusions based upon their investigation. The culmination of the investigation is a visual display of process and results--not necessarily costly or beautiful, but totally the student's--something with which to say to others, "This was something that interested me . . . that I cared about . . . that I explored . . . and now look at my results!"

Whether through programs conducted by the principal of a local school or at inservice meetings conducted by supervisors, the degree to which teachers are motivated will be the primary deciding factor in the success of the fair. Teachers will need to be introduced to the goals of the fair, its rules and regulations, and timeline of events for the school and county. Also, discussion of ways to get students involved and motivated should take place. For example, often an entire class works on a project prior to invividual and small group participation. This allows the teacher to guide students through the inquiring process. In addition, teachers will need to "see" fair projects from other counties through the slide presentation. Usually just seeing the slides sells the program.

Below are listed some support services which may be utilized by the fair director(s).

a. **Resource people.**

Each of the following individuals will conduct a 1-2 hour program, "Assisting Students to Develop A Quality Social Studies Project". There is no charge for the service.

1. Dr. Mahlon Brown
   President, West Virginia Council for Social Studies
   Professor
   Social Studies Department
   Marshall University
   Huntington, WV 25701
   Phone number: 696-6610

2. Elize Weston
   Vice President, WVCSS
   Teacher, South Charleston Junior High
   301 3rd Avenue
   South Charleston, WV 25303
   Phone number: 744-1348

3. Lydia McCue
   Curriculum Development Specialist, Social Studies
   West Virginia Department of Education
   Charleston, WV 25305
   Phone number: 348-2685

b. **Booklets**

Each of the following booklets may be ordered in quantity for your students and teachers.

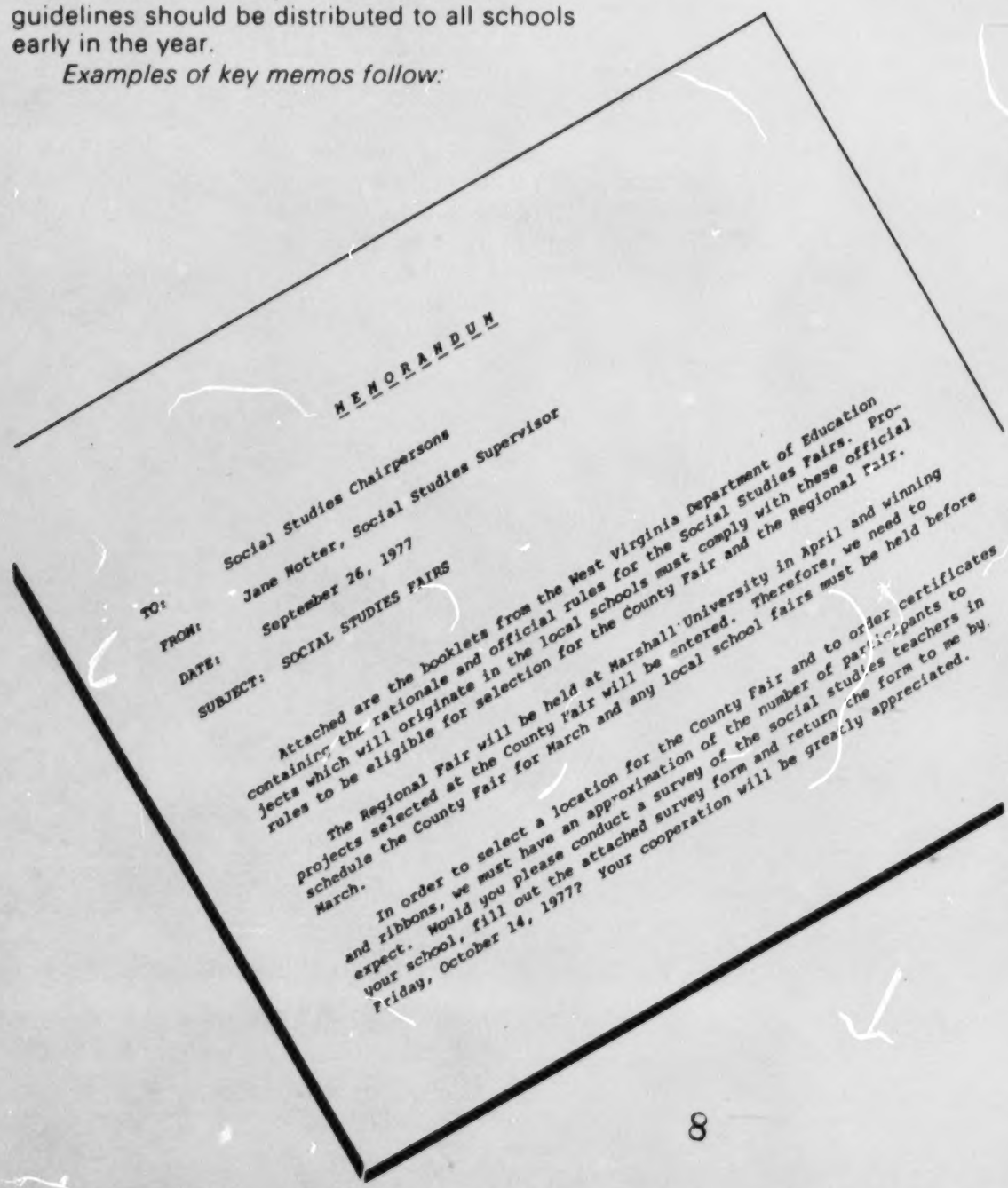
1. **West Virginia Social Studies Fair: Rationale and Guideline.** This booklet contains the official guidelines and project rules and regulations. It is prepared for teachers and fair coordinators.

2. **Seven Steps for Preparing a Social Studies Project.** A step-by-step look at the preparation of a fair project. Written to help students grades 4-12 to prepare a quality project.

c. Slide Presentation, **Students involved: Social Studies Issues With Student Answers, The 1978 West Virginia Social Studies Fair.** Lots of ideas for projects for both students and teachers.

Early in the year, the date for the county fair must be established and publicized to the local schools. The state fair will be held each year in late April or early May, so other dates should be selected accordingly. At least two weeks must be allowed between the county and state fair and between the school and the county fair. In addition, fair guidelines should be distributed to all schools early in the year.

Examples of key memos follow:



M E M O R A N D U M

TO: Social Studies Chairpersons

FROM: Jane Hotter, Social Studies Supervisor

DATE: September 26, 1977

SUBJECT: SOCIAL STUDIES FAIRS

Attached are the booklets from the West Virginia Department of Education containing the rationale and official rules for the Social Studies Fairs. Projects which will originate in the local schools must comply with these official rules to be eligible for selection for the County Fair and the Regional Fair.

The Regional Fair will be held at Marshall University in April and winning projects selected at the County Fair will be entered. Therefore, we need to schedule the County Fair for March and any local school fairs must be held before March.

In order to select a location for the County Fair and to order certificates and ribbons, we must have an approximation of the number of participants to expect. Would you please conduct a survey of the number of participants in your school, fill out the attached survey form and return the form to me by Friday, October 14, 1977? Your cooperation will be greatly appreciated.

M E M O R A N D U M

TO: School Co-ordinators for Social Studies Fair

FROM: Jane Hotter, Social Studies Supervisor

DATE: January 10, 1978

SUBJECT: SOCIAL STUDIES FAIRS

Attached is a form to indicate the exact number of projects, individual and group, which will be developed by students in your school for the social studies fairs. The deadline for returning the forms to my office is February 1. It is very important that all forms be returned by the deadline date since these figures will be used to assign the number of winning projects that each school may enter in the county fair. Soon after all the forms have been returned each school will be notified of the number of winners to select.

Also attached are suggested guidelines to use in judging the projects in your school.

The special theme, listed as category number nine in the official rules, is "Responsible Citizenship For Me." Remember that this is only one of nine categories under which projects may be listed.

The Cabell County Social Studies Fair will be held at Beverly Hills Junior High School on March 17 and 18. Winning projects from the schools must be selected during the month of February. Registration forms for the county fair will be supplied for the winners from each school. These registration forms must be returned by March 1.

The Region II Social Studies Fair will be held at Marshall University in April. You will receive additional information concerning the time schedules for both the county and regional fairs at a later date.

Additional copies of the official booklet, West Virginia Social Studies Fairs: Rationale and Guidelines, have been received. Call my office if you need more copies.

JN:ce
Attachments

Mid-year it is necessary to assess the appropriate number of projects to be displayed at the county fair in the spring. Doing this early is important, since the results will determine the type and size of physical facility needed for the county fair.

Here are some sample assessment forms:

Social Studies Fair

Survey Form

School _____

Name of Person Reporting _____

Do you plan to hold a school Social Studies Fair? _____

Date for School Social Studies Fair _____

How many projects are expected?

Number of Group Projects expected? _____

Number of Individual Projects expected? _____

We realize that the number of projects can be only an approximate number at this time. However, this information is necessary in order to plan for the County Fair. The number of winning projects selected from the local schools for the County Fair will be based on the total number of entries.

It is requested that teachers survey their classes to determine the number of students who intend to develop a social studies project.

SOCIAL STUDIES FAIR

SCHOOL: _____

SCHOOL CO-ORDINATOR: _____

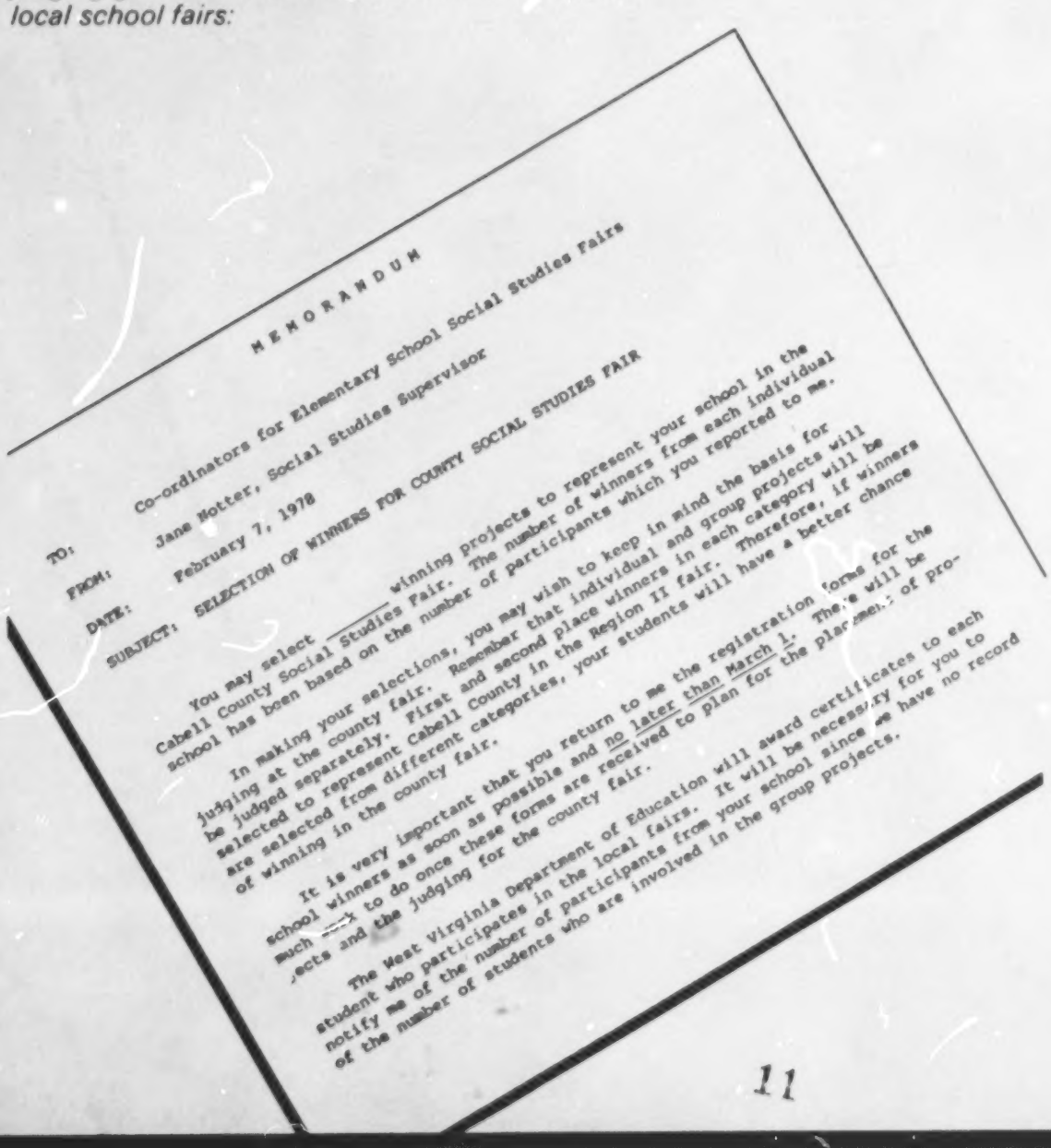
NUMBER OF SCHOOL PROJECTS: Group projects _____

Individual projects _____

DATE OF SCHOOL FAIR (if one is to be held): _____

Early in the year, the county coordinator should choose coordinators at the local school level. These individuals will act as a liaison between the school and the county office. Through them, you will publicize the number of school projects eligible to compete at the county fair. In addition, they will distribute and collect registration forms and clarify rules and regulations.

The following memorandum, entry form and judging guidelines have been used with successful local school fairs:



M E M O R A N D U M

TO: Co-ordinators for Elementary School Social Studies Fairs

FROM: Jane Hotter, Social Studies Supervisor

DATE: February 7, 1978

SUBJECT: SELECTION OF WINNERS FOR COUNTY SOCIAL STUDIES FAIR

You may select _____ winning projects to represent your school in the Cabell County Social Studies Fair. The number of winners from each individual school has been based on the number of participants which you reported to me.

In making your selections, you may wish to keep in mind the basis for judging at the county fair. Remember that individual and group projects will be judged separately. First and second place winners in each category will be selected to represent Cabell County in the Region II fair. Therefore, if winners are selected from different categories, your students will have a better chance of winning in the county fair.

It is very important that you return to me the registration forms for the school winners as soon as possible and no later than March 1. There will be much ~~---~~ to do once these forms are received to plan for the placement of projects and the judging for the county fair.

The West Virginia Department of Education will award certificates to each student who participates in the local fairs. It will be necessary for you to notify me of the number of participants from your school since we have no record of the number of students who are involved in the group projects.

11

Official Entry Form
Cabell County Social Studies Fair

Complete the following and return to Jane Notter, Social Studies Supervisor, by March 1, 1978.

Please Print:

Student's Name: _____

(if group project, list name of group spokesman here and attach a list of other members of the group)

Street Address: _____

Name of School: _____ City: _____ Zip Code: _____

Name of Teacher: _____

Title of Project: _____

Check the following to identify classification of projects:

Division

I - (Grades 4-6) _____

II - (Grades 7-9) _____

III - (Grades 9-12) _____

Individual _____

Group _____

Category

1. Anthropology
2. Economics
3. Geography
4. History
5. Political Science
6. Sociology
7. Phychology
8. Interdisciplinary
9. Special Theme "Responsible Citizenship For Me"

Special Instructions:

_____ Check here if electrical outlet is needed.

GUIDELINES FOR JUDGING

In selecting the winning projects from a school which will be entered in the county fair, the "Judging Guidelines" and "Judges Score Card" included in the official booklet, West Virginia Social Studies Fairs: Rationale and Guidelines, should be used.

It is recommended that a team of three judges be used. People selected to serve as judges should be given copies of the "Judging Guidelines" in advance in order that they may become familiar with the criteria for judging. If people outside of the schools are used as judges, remember that it is important that the judges understand children and have a good idea of the type of work to expect from the age level of the students involved. We do want this activity to be a positive experience for the students, one in which they will receive recognition and encouragement.

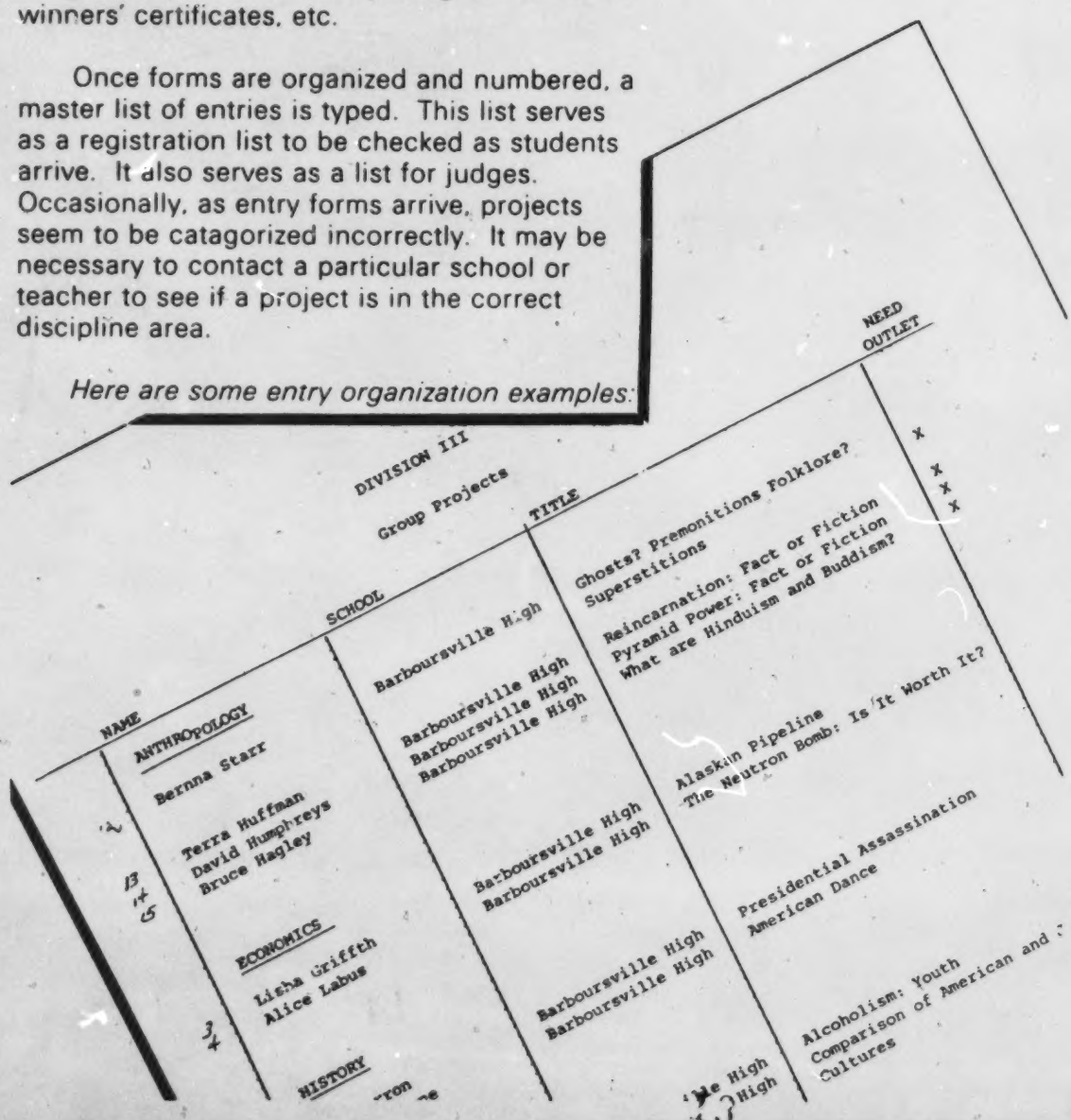
Some schools are planning to "swap" teachers to judge the projects. You may wish to arrange for such a plan with another school.

. . . is the most time-consuming part of the fair operation. Separate folders for each division (elementary, junior high, secondary) in both individual and group should be organized. Within those folders, entry forms must be grouped according to the category (sociology, anthropology, history, etc.). Each entry form should be checked for accurate information. It is particularly important to have **all** participating student's names for group entries.

Later, prior to the awards ceremony, these forms can be used as a resource to check names for group entries, correct spelling of names for winners' certificates, etc.

Once forms are organized and numbered, a master list of entries is typed. This list serves as a registration list to be checked as students arrive. It also serves as a list for judges. Occasionally, as entry forms arrive, projects seem to be catagorized incorrectly. It may be necessary to contact a particular school or teacher to see if a project is in the correct discipline area.

Here are some entry organization examples:



DIVISION I

GROUP PROJECTS

SCHOOL	TITLE	NEED OUTLET
	Ancient Egypt	
	Colonial Life	
	...ids and Mummies	
	...ic Man	
	...Indian	
	...ry and	

DIVISION II

Group Projects

NO.	NAME	SCHOOL	TITLE	NEED OUTLET
	ANTHROPOLOGY			
25	Buddy Boster	Beverly Hills	Mound Builders:What Happened to Them	
26	Jackie Beardsley	Beverly Hills	Kingdom of Pharaoh	
	ECONOMICS			
27	John Mitchell	Beverly Hills	Huntington Alloys	
29	Don Ellen Ray	Beverly Hills	Coal is West Virginia	X
28	Debbie Rowsey	Enslow Jr.	Coal Mining In West Virginia	X
	GEOGRAPHY			
33	Darren Bird	Barboursville Jr.	Volcano	
30	Brandon Slotsenburg	Beverly Hills	Panama Canal: Ours or Theirs	X
31	Darlene Templeton	Beverly Hills	Coal: Where It Is Found	
32	Mary Lynn Calloway	Milton Jr.	The Volcano	X
	Brent Clagg			
	HISTORY			
34	Beth Ball	Beverly Hills	Peace In The Middle East	X
35	John Mark	Beverly Hills	West Virginia:Child of the Storm	
36	Jackie Mooney	Enslow Jr.	Indians of Our Region	
	SOCIOLOGY			
38	Randy Moeller	Beverly Hills	The Hatfields and McCoys	
37	Lisa Prichard	Beverly Hills	West Virginia Stereotyped	X
	SPECIAL THEME: "Responsible Citizenship For Me"			
20	Patty Nelson	Beverly Hills	Someday I'll Vote	

. . . is a crucial factor as to the success of the fair. Judges should be chosen for their ability to empathize with students as well as their knowledge of content. They should be supplied with judging guidelines ahead of time. In addition, a short group conference prior to judging is beneficial. At that time, it is important to stress that each child must be made to feel important. No matter how humble the projects, the work is the students' and they feel proud of it.

At least two judges (three, if possible) should judge each project. They should spend an equal amount of time with each student and attempt to create a relaxing atmosphere.

It is helpful at the county fair level to have someone in charge of judging results. After teams have completed judging and have made decisions, this individual can compile the "winners" list for the awards ceremony.

Here are examples of the paperwork involved:

M E M O R A N D U M

TO: JUDGES FOR CABELL COUNTY SOCIAL STUDIES FAIR

FROM: Jane Notter, Social Studies Supervisor

SUBJECT: SCHEDULE FOR FAIR

We really appreciate your willingness to be an important part of our first Cabell County Social Studies Fair by serving as a judge.

The schedule for the fair is as follows:

Cabell County Social Studies Fair
Beverly Hills Junior High School
Friday, March 17
5:00 - 7:00 p.m. STUDENTS WILL SET UP PROJECTS
7:00 - 7:30 p.m. BRIEFING FOR JUDGES
7:30 - 9:30 p.m. JUDGING FOR DIVISION II AND DIVISION III

Saturday, March 18
9:00 - 9:30 a.m. BRIEFING FOR JUDGES
9:30 - 11:30 a.m. JUDGING FOR DIVISION I
1:00 - 3:30 p.m. OPEN HOUSE FOR PUBLIC
3:30 p.m. PRESENTATION OF AWARDS BY JOSEPH SLASH, SUPERINTENDENT
CABELL COUNTY SCHOOL
4:00 - 5:00 p.m. STUDENTS WILL PICK UP PROJECTS

Enclosed is a copy of the Judging Guidelines which you may wish to look before the fair.

. . . to judge on _____. Please be at . . . Saltwell Road at _____.

Judging Guidelines

I. Display:

A. Is the project well organized and neatly constructed and appealing to the eye? (1 - 5 pts.)

B. Are audio and visual materials clear and relevant to the project? (1 - 5 pts.)

C. Is the project more than just an attractive collection or display? (1 - 5 pts.)

II. Theme:

A. Is the project theme clearly stated? (1 - 5 pts.)

B. Does the project and its theme reveal an awareness of the broader world beyond that of the immediate community? (1 - 5 pts.)

C. Does the theme and project reveal an understanding of the nature of the social sciences, and of their interrelatedness, both of which are basic to social studies teaching? (1 - 5 pts.)

III. Development and Process:

A. Does the project investigate the social, cultural, political, and/or economic forces as related to some significant aspect or problem of human experience? (1 - 5 pts.)

B. Does the project reach a conclusion validated by the work and data gathered? (1 - 5 pts.)

C. Are the data and information arranged in an interesting, clear, and coherent manner? (1 - 5 pts.)

D. Are the methods employed appropriate (scientific, critical inquiry, etc.,) clearly defined and consistently followed? (1 - 5 pts.)

IV. Abstract:

A. Does the abstract explain the project in a clear, coherent manner from start to conclusion and application of findings? (1 - 5 pts.)

B. Does the abstract show good writing style and correct use of language and symbols? (1 - 5 pts.)

C. Does the abstract show purposes, methods, references, and other supporting works? (1 - 5 pts.)

V. Oral Presentation:

A. Does the presentation stay within the 5 minute limit? (0 or 5 pts.)

B. Does the presentation reveal depth of understanding that would show the project to be one done by the student rather than someone else? (1 - 10 pts.)

C. Does response to the questions indicate awareness of application of findings beyond the project itself? (1 - 10 pts.)

VI. Creativity and Enterprise:

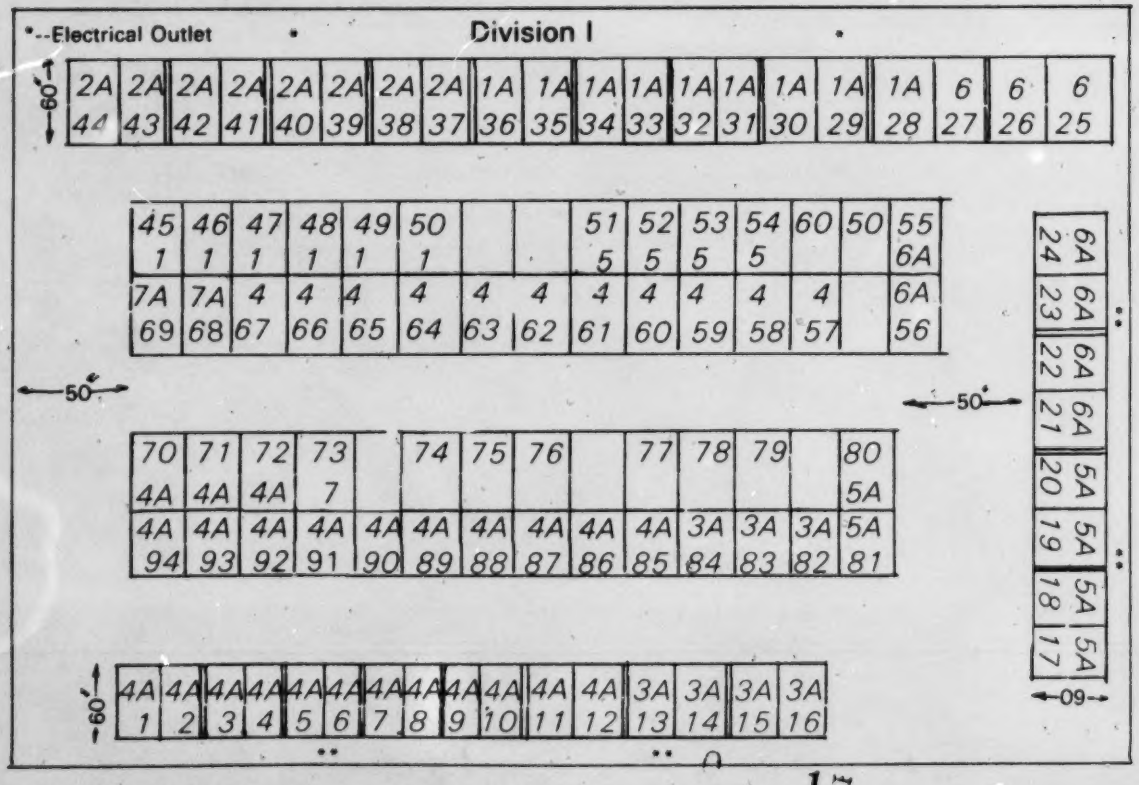
A. Does the project have an element (s) of originality? (1 - 5 pts.)

B. If there is nothing clearly original does the project reveal creativity through new insights or discovering new data? (1 - 5 pts.)

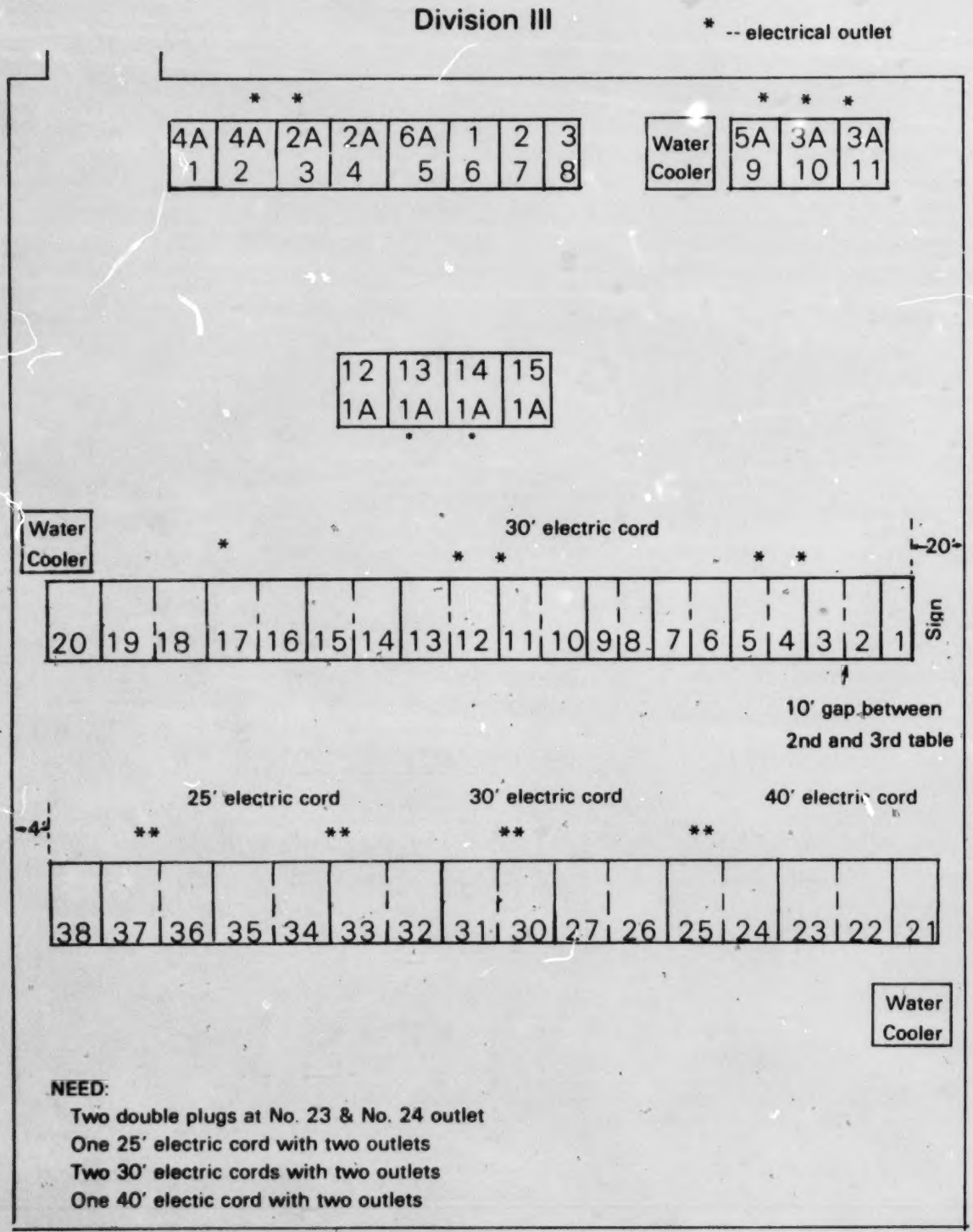
. . . requires much advance planning. Several weeks prior to the fair, the area should be measured, electrical outlets identified, and a sketch of possible table arrangements made. Tables should be arranged so that the three divisions are separate. Also, projects should be grouped together according to whether they are individual or group, and by particular discipline. The master sketch should also show the project numbers on tables.

The day of the fair, tables should be lined off with masking tape (30"x36"). This prevents students from taking up the space of their neighbors' projects. Numbers should be placed at each space. Poster board signs may also be displayed to indicate discipline categories and divisions. Numbers and signs should be color coded to indicate division (i.e., yellow--elementary; red--junior high; blue--secondary). Blank tables should be placed to accommodate last minute entries.

Your master sketch might look something like this:



Here's another sample layout:



NEED:

Two double plugs at No. 23 & No. 24 outlet
One 25' electric cord with two outlets
Two 30' electric cords with two outlets
One 40' electic cord with two outlets

When establishing the schedule for the fair, sufficient time should be alloted for setting up projects, briefing judges, judging projects and making awards. At least five minutes per project should be alloted in the judging schedule. Remember, when making the schedule, **you** will need at least four hours to set up and number the tables, arrange registration desks and place signs for categories.

Here is an exemplary county fair schedule:

PLEASE POST

M E M O R A N D U M

TO: Principals and Teachers

FROM: Jane Notter, Social Studies Supervisor

SUBJECT: Cabell County Social Studies Fair

DATE: March 8, 197

This is an invitation to attend the open house of our first Cabell County Social Studies Fair. Please try to come out to Beverly Hills Junior High School on Saturday, March 18 between 1:00 and 3:30 p.m. to see the work of our students. They have developed some very fine projects.

The following is the schedule for the fair:

Cabell County Social Studies Fair
Beverly Hills Junior High School
Friday March 17, 1978
5:00 - 7:00 p.m. STUDENTS WILL SET UP PROJECTS
7:00 - 7:30 p.m. BRIEFING FOR JUDGES
7:30 - 9:30 p.m. JUDGING FOR DIVISION II AND DIVISION III

Saturday, March 18, 1978
9:00 - 9:30 a.m. BRIEFING FOR JUDGES
9:30 -11:30 a.m. JUDGING FOR DIVISION I
1:00 - 3:30 p.m. OPEN HOUSE FOR PUBLIC
3:30 p.m. PRESENTATION OF AWARDS BY JOSEPH SLASH, SUPERINTENDENT CABELL COUNTY SCHOOLS
4:00 - 5:00 p.m. STUDENTS WILL PICK UP PROJECTS

JN:jc

. . . should be handled in such a way that prize-winning students feel sufficiently proud but others do not feel like "losers." The West Virginia Department of Education will provide participation certificates to all school, county and state fair participants. In addition, the department will supply certificates for school and county winners (*see sample below*). At the school level, the "winner" certificates should be a sufficient award. At the county level, ribbons may be awarded for first and second place. In addition, small grand prize plaques may be awarded to a grand prize winner in each division. The county coordinator is asked to follow these suggestions so that county and school awards be no more lavish than those presented at the state level.

WEST VIRGINIA DEPARTMENT OF EDUCATION
and
WEST VIRGINIA COUNCIL FOR SOCIAL STUDIES
present

Certificate of Merit

to

_____

for

Developing an outstanding fair project and for earning the privilege of representing your county at the social studies fair

at

Marshall University

_____ _____
County Fair Director **Superintendent**

APPENDIX

17

Early in the year

_____ Set date(s) for meeting(s) to introduce the idea to teachers.

_____ Contact resource person to conduct meeting (if someone other than fair director will be presenting the program-See resource list).

_____ Notify teachers with proper announcement.

_____ Select teacher(s) to coordinate school fair(s).

_____ Order from Department of Education the necessary supply of booklets. (Student booklets and fair guidelines-See resource list).

_____ Order from the Department of Education a copy of social studies fair slides to use in our county.

_____ Conduct introductory program with teachers.

_____ Coordinate the circulation of slides from school to school or classroom to classroom.

By January 1

_____ Survey school/teachers to find out how many will participate in the county/school fair. (see sample, memo and survey form).

_____ Order approximate number of award certificates from Department of Education. (see sample)

_____ Order approximate number of announcement posters from Department of Education.

_____ Arrange for location, date, and time of fair.

By March 1

_____ Distribute official entry forms. (see sample)

_____ Distribute announcement posters.

_____ Organize returned entry forms by Division, group-individual, category, and electrical.

_____ Assign each project an official number.

_____ Arrange for adequate number of tables to be present.

_____ Notify newspaper, radio, and T. V. as to time, date and location of fair.

_____ Select judges.

_____ Arrange for helpers to register projects.

_____ Choose helper to be in charge of recording winners from judging results.

_____ Arrange for miscellaneous helpers to assist fair coordinator (to arrange tables, etc.)

_____ Put names on "participation" certificates.

_____ Organize judges into teams. Assign judging category to judges.

_____ Prepare sketch of table layout.

_____ Select person to present awards.

Day before Fair

Have all necessary supplies:

_____ masking tape

_____ registration signs

_____ certificates and ribbons

_____ project numbers

_____ yard sticks/meter sticks

_____ saw (in case a project is of improper size).

_____ program/judging schedule

_____ judging forms

_____ extension cords

Fair Day

_____ arrange tables according to sketch

_____ line off tables with masking tape

_____ affix numbers to tables

_____ set up 3 registration tables (elementary, junior high, secondary)

_____ set up P. A. system

_____ take two aspirin and hope for the best

Format and Organization

Fairs are organized into three divisions by grade level: Division I (grades 4 - 6), Division II (grades 7 - 9), Division III (grades 10 - 12). Projects will be classified according to the appropriate category as listed below.

Categories

1. Anthropology
2. Economics
3. Geography
4. History
5. Political Science
6. Sociology
7. Psychology
8. Interdisciplinary
9. Special Theme (if one is designated for a particular fair)

Teachers will help students to determine in which category their projects should be entered. Winners will be selected in each category.

Project Rules

1. Students must be prepared to give a maximum five-minute explanation of their projects to the judges. Group projects must have one student to act as spokesman for the group.
2. Projects must fit into a space 30 INCHES FRONT TO BACK AND 36 INCHES WIDE.
3. All projects must be accompanied by an abstract (a short written report) which shows the purposes, methods, conclusions, and references or sources of the project.
4. The project must be self-explanatory.
5. The student must supply any needed equipment for displaying the project, such as extension cords, bulbs, etc.
6. Displays may be modified or improved between fairs, however, the main theme must be maintained.
7. The project should be the work of the student.
8. Fair directors have final decisions on matters pertaining to fairs if these matters are not covered in fair regulations. Disqualification of projects not meeting the project rules is the responsibility of the fair committee.

GUIDELINES FOR THE PREPARATION OF PROJECTS

The preparation of social studies projects should involve the following procedures:

1. Selecting an appropriate topic or subject
2. Securing information
3. Arranging it into a clear and meaningful pattern
4. Evaluating, interpreting, and hypothesizing
5. Presenting it in a manner that will command interest and communicate understanding of the subject to others.

The topic should meet the following requirements:

1. Value. The topic should shed light on some significant aspect of human experience.

2. Originality. If a project has been the subject of a previous investigation, the proposed new study should either furnish substantial new evidence or provide a significant new interpretation.

3. Practicality. Sources should be available which may be used conveniently and without fear of censorship. The scope of the subject should be neither too limited nor too broad.

4. Unity. Every project must have a unifying theme, or be directed to a certain question or thesis, with a point of departure, development of a subject, and specific conclusions.

There are unlimited topics for study, especially at the local level. These include studies of businesses, churches, governments, biographies, community change, and other such topics. It must be understood, however, that any one phase may involve one or all of the social sciences. For example, the evolution of a business represents one phase of economics; its impact on people involves sociology; and its influence on people involves psychology. The project will be entered for competition in the category of major emphasis.

Sources of information concerning one project may require only questionnaires to a sample of people and the tabulation of results; another project may be based on the study of manuscripts and/or newspapers; and still another project may be based on government publications or those of some specialized agency. The following are fruitful sources of information for researchers in the social sciences:

a. Newspapers, magazines, published letter, memos.;
b. Unpublished manuscripts (wills, letters, deeds, church minutes, diaries);
c. Government publications (international, national, state, and local);
d. Publications by private agencies, physical remains, (buildings, battle areas, artifacts);
e. Oral interviews, polls and questionnaires, photographs, sound recordings, and films.

As a rule, a good researcher uses a variety of these, and the use of one leads to the use of another. Regardless of the method used, follow the four steps about research listed on the preceding page. The following are some methods used in research in the social studies:

1. Case study (case history)
2. Experimental approach
3. Observation
4. Graphic studies (charts)
5. Historical examination
6. Maps
7. Sample
8. Survey
9. Statistical analysis

TEACHERS SHOULD GIVE DIRECTION AND EXPLANATION TO STUDENTS CONCERNING THE ABOVE METHODS OF RESEARCH.

PRESENTATION OF PROJECTS

1. VISUAL PROJECTS. Visual projects should reflect thoroughness of research and care in preparation. Each project must be accompanied by a paper describing the procedures and techniques carried out in the preparation of the project. The same care should be used in preparation of this explanatory material as in the preparation of a research paper or report.

2. AUDIO PROJECTS. Audio projects are those with major appeal to the ear such as recordings and taped programs. The tape must give an accurate description of what the exhibitor wishes to convey. Recordings must not exceed five minutes and must be accompanied by a notebook which shows references and other supporting work appropriate to the type of project. Fair officials cannot take the responsibility for loss or damage to valuable electronic equipment.

3. AUDIO-VISUALS. These are combinations which appeal to both eye and ear.

PROJECT MEDIA

The following media are suggested as samples for projects:

Charts
Diagrams
Documentaries in photographs
Murals
Documentaries in sound (limited to 5 minutes)
Graphs
Recordings
Illustrated Studies
Maps
Miniature museums and Publications
Mock-ups

* JUDGES SCORE CARD
(Example)
SOCIAL STUDIES FAIR

Division _____ Discipline _____

Individual _____ Group _____

Title of Project _____

Judge's Signature _____

JUDGING CATEGORIES	POINTS AWARDED
I. Display: A. Organization and construction (1-5 pts.) B. Clearness and relevance of audio and visual materials (1-5 pts.) C. More than an attractive collection or display (1-5 pts.)	
II. Theme: A. Clearly stated (1-5 pts.) B. Reveals awareness of broader world beyond immediate community (1-5 pts.) C. Reveals interrelatedness of the social sciences (1-5 pts.)	
III. Development and Process: A. Investigates a significant problem or aspect of human experience (1-5 pts.) B. Conclusion validated by data gathered (1-5 pts.) C. Information arranged clearly, coherently, and in an interesting manner (1-5 pts.) D. Method employed appropriate and consistently followed (1-5 pts.)	

JUDGING CATEGORIES	POINTS AWARDED
IV. Abstract: A. Explain project clearly from start to conclusion (1-5 pts.) B. Good styles and correct use of language and symbols (1-5 pts.) C. Shows purposes, method, references and other supporting work (1-5 pts.)	
V. Oral Presentation: A. Is within 5 minute limit (0 or 5 pts.) B. Reveals depth of understanding of project (1-10 pts.) C. Responds to questions indicate awareness of application (1-10 pts.)	
VI. Creativity and Enterprise: A. Has element(s) of originality (1-5 pts.) B. Reveals creativity through new insights or newly discovered data (1-5 pts.)	

Total Points Awarded ____

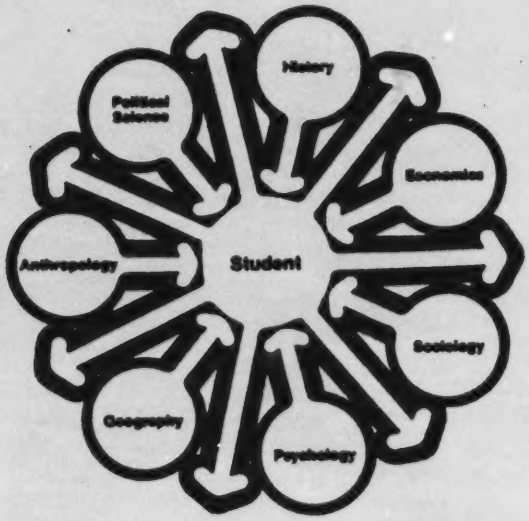
Judges Comments _____

Placing 1st. _____ 2nd. _____ 3rd _____ 4th. _____

* Refer to Judges Guidelines (pps. 9 & 10 Rationale and Guidelines)

APR 27 1981

JUDGES' HANDBOOK



WEST VIRGINIA SOCIAL STUDIES FAIR

SD 013 275

WEST VIRGINIA DEPARTMENT OF EDUCATION
Bureau of Learning Systems
Division of Instructional Learning Systems

Why Is the Social Studies Fair Held?

The Social Studies Fair is held each year in an effort to encourage students to get more actively involved in social studies research. The goal is to increase student knowledge about a topic chosen from the social sciences and to increase their skills in learning how to find information, organize information, and present that information in a creative and logical manner.

What Rules Must Students Follow?

Each student must prepare a physical display which represents the chosen topic. This display must be no larger than 36 inches wide and 30 inches front to back. Any project larger than these dimensions is not eligible for competition. There is no height restriction.

Each project must have a theme (title), a physical display about that theme which illustrates the research done, an abstract and an oral presentation. If a project does not have these components, then points should be deducted from the score. However, not having one of these items is not grounds for disqualification.

A student must be present to answer questions about the project and give the oral presentation. Oral presentations may not be given on tape. If students are not present, put zero points on this section of the score card.

What Are the Fair Divisions and Categories?

Projects are entered in one of the categories listed below. Projects are further divided according to grade levels (Division I, II, and III). Students may enter projects individually, in a group (two or three students), or as a class (half the class or more). Violation of these fair guidelines can result in disqualification of a project.

DIVISION I (Grades 4, 5, 6)	DIVISION II (Grades 7, 8, 9)	DIVISION III (Grades 10, 11, 12)

CATEGORIES:

Geography	Anthropology
Political Science	Economics
Local and State History	Sociology
U.S. and World History	Interdisciplinary
Psychology	Special Theme

NOTE: The special theme changes each year. It will involve a current problem or theme from the social sciences.

How Do I Judge the Project?

Using the score card provided as your guide, first examine the physical project. Read through the abstract and the other items provided. Very long reports may be scanned. Keep in mind as you evaluate the project that you are looking for evidence of the amount of work that took place and the amount of content knowledge and skill that was gained. Award points for the various display categories.

Next have the student called to give the oral presentation and to answer your questions. As you ask questions, keep in mind the grade level of the students involved. Try to make them feel at ease. When you've finished your questioning, let the student go then fill in points for the oral presentation. Save your discussion till the student has gone.

As you judge, try to spend about eight minutes with each student. Sometimes this is difficult since students can be very charming, and you may be inclined to spend more time. Remember that there are nervous youngsters (and parents) waiting.

What Procedures Should Judges Follow?

Prior to the fair, a short briefing will be given to the judges. During this time any questions you have can be answered. You and at least one other person will be assigned a group of projects to judge. Generally, you will be assigned a single category (i.e., geography, political science, etc.). Projects have been assigned numbers, and you will be given those of your category.

Generally, at least a first place will be selected from each category. More places are awarded depending on the number of entries. Once you and your partner have judged all the assigned projects and selected the winner(s), turn in the completed score cards to the person designated. One score card should be completely filled out for each project.

General Tips, Advice, Cautions...

- Many students (and parents) will be eager to find out any information they can about projects. Do not discuss the results within hearing range of entrants.

- Only judges should be on the floor during judging. Report any other individuals to an official.

- Every attempt is made to keep entrant identities anonymous. Be careful during judging not to ask any more than first names.

- Students are permitted to see the completed score cards after the fair. Keep this in mind as you write comments.

- Students will listen carefully to your every word. Be complimentary when possible but do not give false hopes.

- If you have suggestions or comments concerning how to improve the fair or this booklet, please direct these to the fair directors.

- It is very important that each child feel positive about this experience. Weeks and weeks of work have gone into these projects and students feel proud of their work.

Score Card

Division _____ Category _____

Individual _____ Group _____ Class _____

Title of Project _____

Assigned Judging Team _____

JUDGING CATEGORIES	POINTS AWARDED
I. DISPLAY (0-15) • Is it organized and neat? • Are materials relevant to the theme? • Does it stand alone? • Is it more than an attractive display?	
II. THEME (0-15) • Is it clearly stated? • Does each aspect of the project support the theme? • Does it investigate a significant area of the social sciences?	
III. DEVELOPMENT AND PROCESS (0-20) • Is the research method appropriate and consistent? • Is a problem stated and a conclusion reached? • Is data arranged coherently? • Are a variety of resources used?	
IV. ABSTRACT (0-15) • Is it neat and correct? • Does it explain the process and conclusions? • Does it include a list of references?	
V. ORAL PRESENTATION (0-25) • Is it within the five minute limit? • Does it show a depth of understanding? • Was it well organized? • Were your questions answered adequately?	
VI. CREATIVITY AND ENTERPRISE (0-10) • Was the theme original? • Was the physical display/process/or oral presentation unique?	

Comments: _____ TOTAL _____

_____

_____

_____

PLACE: ☐

6